**Exploring Our Community**

**Teacher Candidate** Angie Sanchez **Grade Level** 3rd **Date of lesson** November 2011

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

DoDEA Standards (3rd Grade):

**Social Studies**

**3SS2.a:** Locate and distinguish among varying geographical features in the local region and identify changes over time.

**Science**

**3Sc.6:**

Illustrate Earth’s land features (including volcanoes, mountains, valleys, canyons, caverns, and islands) by using models, pictures, diagrams, and maps.

As a result of this lesson students will explore attributes of the community in which they live. They will compare rural, urban and suburban communities and attempt to classify their own community.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students have been learning about how people have created and shaped their communities. They have developed an understanding of how people interact with their environment.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

Students will be able to:

1. Illustrate urban, suburban and rural areas.
2. Describe attributes of the local community and attempt to classify it as urban, rural or suburban.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

I will observe student participation in discussions using a checklist to record their participation. The final 3-D project should reflect understanding of the characteristics of the different areas (rural, urban, and suburban).

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

*City Mouse & Country Mouse: A Classic Fairy Tale* by Isabelle Chantellard

Butcher paper, construction paper, markers, scissors, glue

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

The concept attainment model will allow students to organize and construct a 3-D model of their community using artifacts so that they can visualize what a rural, urban, and suburban community looks like.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

Remind the students that there are many types of communities. Write the words urban area, suburb and rural area on the whiteboard. Tell the students that these are three types of communities—areas where people live and work. Define and discuss each of these terms: (urban: related to city; suburb: a residential area just outside a city; rural: related to country). Discuss and write additional words to describe each area. (Give the students an understanding of the types of buildings, businesses, people, animals, plants, setup, landforms, etc. that are characteristic of each area.) Decide as a group which characteristics best describe the area where the students live.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

1. Tell the students that you are going to read a book comparing two of these areas. Tell the students to listen for descriptions of the areas.
2. Read the story: *City Mouse & Country Mouse: A Classic Fairy Tale.*
3. Discuss how the mice feel about their own communities. Ask the students “Which place is better to live? Why do the mice disagree? Why do people choose to live in different areas?” Lead the students to understand that one type of community isn’t better than another, just different. People choose where to live based on their interests, abilities, needs and resources.
4. Divide the class into three groups and give each group a piece of butcher paper. Assign an area to each of the groups: urban area, suburb and rural area.

[Mini-lesson]

Talk about how to work cooperatively in groups, such as sharing, talking things out, taking turns, respecting each others’ ideas and getting everyone involved with decision making. Discuss what a good presentation looks like

1. Have each group work together to illustrate their assigned area by constructing buildings, trees, crops, houses, roads, and landforms out of construction paper depicting the characteristics of their assigned areas. Label each area clearly.
2. When students are finished, hang the three pieces of butcher paper together to make one whole community—urban, suburban and rural.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives.

To summarize this lesson, encourage students to T\talk about how the three communities depend on each other and enjoy the resources of the other communities.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| ------------- | 1. Gifted and Talented 2. Evaluation | Flexible grouping is important in all areas but for this student, we will provide him/her the opportunity to represent their knowledge by allowing them to expand their research on how communities adapt to environments based on their natural resources |

**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for re-teaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?